



Functional Independence

English Language Arts

Official Released Items

Grade 11

Spring 2008
Official Released Items

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The Grade 11 Functional Independence English Language Arts Assessment was administered for the first time in Spring 2006. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Spring 2008 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Benchmarks (EB), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Spring 2008 Grade 11 assessment booklet. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

Functional Independence - English Language Arts

Assessment Component	Number of Core Items	Number of Released Items
Part 1 Accessing Print - Word Recognition	20	4
Part 2 Accessing Print - Text Comprehension	3 passages/ 7 items each	1 passage/ 7 items
Part 3 Expressing Ideas	1 prompt	1 prompt

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PART 1

ACCESSING PRINT - WORD RECOGNITION

DIRECTIONS: Read each sentence. Then, choose the word that belongs In the sentence.

R1 Haley is very hungry. She has a big _____ .

- A** addition
- B** armchair
- C** appetite

R2 Jon studies very hard every day. He knows it is important to get a good _____ .

- A** discount
- B** education
- C** supermarket

R3 Florida has high temperatures most of the year. It is a warm _____ .

- A** cloth
- B** blanket
- C** climate

R4 Mark wears clean clothes every day to work. It is important to have a neat _____ .

A assembly

B appearance

C airline



Do Not Continue.



Do not continue until instructed to do so.

PART 2

ACCESSING PRINT - TEXT COMPREHENSION

DIRECTIONS: Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

Released Passage**Happy Paws**

Sandra loves her pets, and she shows how much she cares for them by being a responsible pet owner. Every day she makes sure her two pets eat healthy food, drink plenty of fresh water, and get some exercise. She also takes them to get an annual checkup with Dr. García. Each year, Sandra takes them to Happy Paws Pet Hospital, which is a clinic for animals in her neighborhood. At Happy Paws, veterinarians give all sorts of animals the medical attention they need to live long and healthy lives.

Today is Hugger's and Boo's yearly examination. First, Dr. García weighs each of them to make sure they are not underweight or overweight. It is important that animals not be too thin or too heavy. Then Dr. García examines Hugger's and Boo's eyes, ears, paws, and teeth to ensure they are clean and free from infection. Dr. García finds that Hugger is a perfectly healthy dog, but discovers that Boo has a problem in one of her ears. Dr. García gives Sandra some medicine to put into her cat's ear every day. This should clear out the infection within a week.

When the checkup is completed, Sandra pays the bill for her pets' examinations. This is the invoice for her pets' examinations.

Happy Paws Pet Hospital

INVOICE

8599 South Hartford Street • Lansing, MI 48912 • Phone: 333-3456 • Fax: 444-5678

Owner

<i>Name:</i>	Sandra Johnson
<i>Address:</i>	5308 Shady Lane Lansing, MI 48910
<i>Phone:</i>	345-8495

Pet 1

<i>Name:</i>	Hugger Johnson
<i>Age:</i>	7 years
<i>Weight:</i>	65 pounds

Pet 2

<i>Name:</i>	Boo Johnson
<i>Age:</i>	5 1/2 years
<i>Weight:</i>	12 pounds

<i>Date</i>	<i>Animal</i>	<i>Service</i>	<i>Price</i>
1/4	Hugger	checkup	\$15.00
1/4	Hugger	shots	\$50.00
1/4	Boo	checkup	\$10.00
1/4	Boo	shots	\$35.00
1/4	Boo	medicine	\$12.00

Total \$122.00*Instructions:* Give medicine 2 times each day for 7 days.

R5 What does the word annual mean in this passage?

- A** each day
- B** each year
- C** each week

R6 According to this passage, how is Sandra a responsible pet owner?

- A** She weighs her pets every day.
- B** She takes them to see Dr. García every day.
- C** She feeds and exercises her pets every day.

R7 Why does Dr. García give medicine to Sandra?

- A** Sandra has a problem with her ear.
- B** Boo has a problem with her ear.
- C** Hugger has a problem with his ear.

R8 Where on the invoice will Sandra look to find out how to give the medicine?

- A** at the top of the invoice
- B** in the middle of the invoice
- C** at the bottom of the invoice

R9 According to this invoice, how much does Boo's medicine cost?

- A** \$12.00
- B** \$10.00
- C** \$35.00

R10 How much money does Sandra owe Happy Paws Pet Hospital?

- A** \$12.00
- B** \$50.00
- C** \$122.00

R11 What is **probably** the best way for Sandra to learn more about taking care of Boo?

- A** seeing a movie that tells about the life of a veterinarian
- B** looking up the word “pet” in the dictionary
- C** reading about cats in the magazine *Animal Health*



Do Not Continue.



Do not continue until instructed to do so.

PART 3

EXPRESSING IDEAS

DIRECTIONS: Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

R12 Released Prompt: Tell about where you would like to go on vacation and why. Be sure to include specific details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?



Do Not Continue.

Scoring Rubric – Grades 3-8 and 11

	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

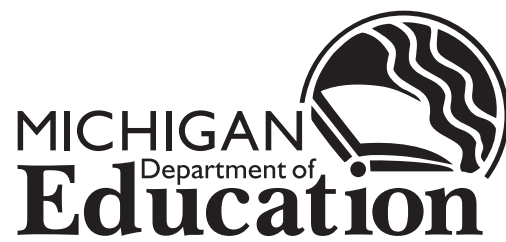
Not ratable if:

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond

Below is a list of the Extended Benchmarks (EB) for each released item found in this booklet. The chart contains the EB code, a brief description of what is measured, and the correct answer for each released item.

Full descriptions of the EB contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

Released Item Number	EB Code	ASSESSMENT COMPONENT or Abbreviated Extended Benchmark Descriptor	Answer Key
		ACCESSING PRINT	
		PART 1 - WORD RECOGNITION	
R1	R.WS.11.FI.EB03	Recognize frequently encountered words	C
R2	R.WS.11.FI.EB03	Recognize frequently encountered words	B
R3	R.WS.11.FI.EB03	Recognize frequently encountered words	C
R4	R.WS.11.FI.EB03	Recognize frequently encountered words	B
		PART 2 - TEXT COMPREHENSION	
		Functional Passage	
R5	R.WS.11.FI.EB07	Use context clues	B
R6	R.CM.11.FI.EB02	Identify main ideas and details	C
R7	R.CM.11.FI.EB02	Identify main ideas and details	B
R8	R.IT.11.FI.EB02	Identify informational text patterns	C
R9	R.IT.11.FI.EB02	Identify informational text patterns	A
R10	R.IT.11.FI.EB02	Identify informational text patterns	C
R11	R.CM.11.FI.EB01	Make inferences, predictions, and conclusions	C
		PART 3 - EXPRESSING IDEAS	Score Points Possible
R12	W.GN.11.FI.EB01	Write/draw personal narrative	4



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